DOCUMENT RESUME

ED 357 881 PS 021 432

AUTHOR Marcon, Rebecca A.
TITLE Parental Involvement and Early School Success: Following the 'Class of 2000' at Year Five.
PUB DATE Mar 93
NOTE 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; *Black Students; *Elementary School Students; *Grade Repetition; Grades (Scholastic); Kindergarten; *Parent Participation; *Parent School Relationship; Preschool Education; Primary Education
IDENTIFIERS African Americans

ABSTRACT

This study examined the academic achievement of an original sample of 168 inner-city children who were making the transition from the primary to the upper elementary grades (62% of the children made up the recovered sample). Subjects, 95 percent of whom were African American, were enrolled in public schools in Washington, D.C. Data from previously conducted interviews with the children's prekindergarten, kindergarten, and first grade teachers provided information on the involvement of the children's parents in the children's education. At each grade level, children were grouped into two groups based on whether their parents were involved or noninvolved with the school. Measures of school competence included grade retention and special education placement. Measures of student achievement included grades, scores on standardized achievement tests, and attainment of reading and math objectives. Results indicated that children whose parents were noninvolved with the school during prekindergarten were more likely than children whose parents were involved to be retained prior to their fifth year in school. Children whose parents had been involved with the school during their children's second year in school had higher grades and higher achievement test scores at the end of their fifth year in school than did children whose parents were noninvolved. (BC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED357881

Parental Involvement and Early School Success:

Following the 'Class of 2000' at Year Five

Rebecca A. Marcon

University of North Florida

PS 021432

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Rebecca A. Marcon
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Paper presented at the Biennial Meeting of the Society for Research in Child Development, New Orleans, March, 1993. Contact author at the University of North Florida, Department of Psychology, Jacksonville, FL 32224-2645. (904) 646-2807 Bitnet: RMARCON @ UNF1VM

Abstract

Achievement of 168 inner-city children previously found to benefit from increased parent involvement during PK and K was examined as they reached the transition between primary and upper elementary. The 62% recovered sample was 95% African American, 50% female, and 77% low SES. For children who had attended PK, more children whose parents were uninvolved during K and 1st grade were retained prior to 3rd grade. No differences in 'Year Five' grades or CTBS achievement scores attributable to low or high parental involvement during children's first year in school were found. However, parent involvement during the second year of school was reflected in higher 'Year Five' grades and achievement test scores. It was suggested that early parental involvement influenced teacher perceptions which contributed to children's enduring expectations of achievement.

Parental Involvement and Early School Success:
Following the 'Class of 2000' at Year Five

Proponents of early childhood education (e.g., Lazar et al., 1987; Moore, 1987; Weikart, 1989) frequently refer to the importance of parental involvement for children's school success. Studies of low income students verify the positive influence which parental participation can have on children's academic achievement (ERIC/CUE, 1985; Weibly, 1979). In a longitudinal study of Chicago preschoolers, Reynolds (1990, 1991) found parental involvement in school to have significant direct effects on third and fourth grade achievement and teacher ratings of children's progress in school.

The present study provided follow-up data on inner-city children previously found to benefit from increased school-home involvement during pre-kindergarten and kindergarten (Marcon, 1989; Marcon, Boldrick, & Harkins, 1988). Of special interest was the influence of earlier parental involvement on school competence and student achievement as children approached the critical transition between primary and upper elementary grades. Timing of parental participation in children's school careers was also examined.

Method

Sample

A total of 168 children from the 'Class of 2000' (mean age = 107.6 mos.) enrolled in 61 public schools in Washington, DC were studied. Prior to entering first grade, 79% of the sample attended both pre-kindergarten (PK) and kindergarten (K) and the remaining 21% served as same-sex, matched K-only controls. The sample was 95% African American and 50% female. Most children

(77%) qualified for subsidized lunch based upon low family income and 67% lived in single parent homes. Since these children were first studied, 67% had moved to another school and 21% had been retained prior to third grade.

Recovery Rate

Recovery rate was 62% of the original sample (66% PK children, 50% K-only controls). The recovered PK sample had more African American children ($p < .01$) who were poorer ($p < .001$) and more likely to live in single parent families ($p < .05$). These differences were consistent with district-wide changes in enrollment patterns following kindergarten and were anticipated. The recovered K-only control sample had more African American children ($p < .05$) and was more likely to live in two parent families ($p = .06$). Neither sample differed significantly from the original in terms of gender, age, amount of parental involvement in PK, K, or 1st grade, or grades earned in PK, K or 1st grade.

Procedure

Children's PK, K, and 1st grade teachers were previously interviewed to determine extent of contact they had with each child's parent(s) during the school year. Categories of contact included: (a) parent-teacher conference, (b) home visit by teacher, (c) extended class visit by parent, and (d) parental help with class activity. At each grade level, two groups of children were identified based upon low (0 or 1 category fulfilled) or high (3 or 4 categories fulfilled) parent-school contact.

All current data were analyzed for effects of parental involvement (during PK, K, and 1st grades) on indicators of 'Year Five' school competence (retention, special education placement) and student achievement (grades,

standardized achievement tests). A covariate (eligibility for subsidized school lunch) was used to control for possible economic differences between children.

Results

School Competence

Only 2% of the sample received special education services. These parents had been highly involved in their children's kindergarten experience. No data were available for PK or 1st grade involvement.

Although extent of PK involvement did not affect retention rates (18% low vs. 19% high retained), parental involvement in K and 1st grade was related to retentions prior to 'Year Five' of school. PK children whose parents were noninvolved in kindergarten were more likely to be retained (36% low vs. 11% high, $\chi^2(1) = 6.19$, $p < .01$). The same was true for PK children of noninvolved 1st grade parents (39% low vs. 8% high, $\chi^2(1) = 7.30$, $p < .01$). Parental involvement did not significantly affect retention rates in K-only control children.

Student Achievement

Progress Reports. An examination of final grades after five years in school found no significant differences attributable to low or high parental involvement during children's first year in school (PK for 79% of the sample that attended both PK and K; K for the 21% serving as K-only controls). However, as shown in Table 1, parent involvement during the second year of school (K for those who had attended PK; 1st grade for K-only controls) was reflected in significantly higher grades at the end of 'Year Five' in school. PK children with high parental involvement during kindergarten earned higher

grades in all 'Year Five' subject areas. K-only control children with high parental involvement during 1st grade earned higher grades in all 'Year Five' subjects except handwriting, art, and music. Although parental involvement during children's third year in school (1st grade for those who attended PK) was associated with higher grades in 8 of the 11 'Year Five' subject areas, these differences were not statistically significant.

Standardized Achievement Tests. The same general pattern reported for 'Year Five' grades was found for CTBS scores reported in Table 2. Parental involvement during children's second year in school was associated with higher achievement test scores. Unlike the pattern for grades, however, involvement during children's third year in school had virtually no impact on 3rd grade CTBS scores.

Discussion

Whereas high parental involvement in PK was previously shown to have a significant positive impact on PK and K grades (Marcon, 1989; Marcon et al., 1988), the initial benefits appear to have faded by children's fifth year in school. Though kindergarten parental involvement for PK children did not significantly increase kindergarten grades, it did show up as a factor in higher grades and achievement test scores three years later.

A look at previous findings may help to clarify these current findings. Although high parent involved PK children outperformed their PK peers, standardized readiness scores at the beginning of K found this group was actually significantly below peers who lacked earlier parental involvement. Therefore, it was suspected that involvement during children's first year of school had altered teacher perceptions of students whose parents appeared to

be interested in their children's education. This parental interest may have influenced teacher willingness to work with children, resulting in an enriched school experience that could have produced greater progress than would have occurred with a lesser degree of teacher involvement. Such progress could have encouraged parents and led to further involvement.

The added feeling of achievement may have carried over into children's second year of school, with parental involvement now more directly influencing the child's attitude toward school and less directly altering teacher perceptions. Consequently, an expectation of achievement may be set in place during children's second year in school that follows them in their school careers. This attitude may develop from a combination of teacher and parent perceptions of their child established during children's first year of school. Because parental influence during the first year of school was found to have faded by 'Year Five', additional follow-up studies of these children are needed to assess continuing benefits attributable to second year parental involvement.

References

ERIC Clearinghouse on Urban Education. (1985). Parent participation and the achievement of disadvantaged students (ERIC/CUE Digest, No. 27). NY: Author.

Lazar, I., Darlington, R., Murray, H., Royce, J., & Snipper, A. (1982). Lasting effects of early education: A report from the Consortium for Longitudinal Studies. Monographs of the Society for Research in Child Development, 47, (2-3, Serial No. 195).

Marcon, R. (1989, March). Parental involvement and early school success: A follow-up study of preschoolers. Paper presented at the meeting of the meeting of the Southeastern Psychological Association, Washington, DC.

Marcon, R., Boldrick, E., & Harkins, C. (1988, March). The impact of parental involvement on preschoolers' school success. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans.

Moore, E. K. (1987). Child care in the public schools: Public accountability and the Black child. In S. Kagan and E. Zigler (Eds.), Early schooling: The national debate. New Haven: Yale University Press.

Reynolds, A. J. (1990, April). Sources of fading effects of prekindergarten experience. Paper presented at the meeting of the American Educational Research Association, Boston.

Reynolds, A. J. (1991, April). Early school adjustment of children at risk. Paper presented at the meeting of the Society for Research in Child Development, Seattle.

Weibly, G. W. (1979, April). Parental involvement programs: Research and Practice. Paper presented at the meeting of the American Educational Research Association, San Francisco.

Weikart, D. P. (1989). Quality preschool programs: A long-term social investment (Occassional Paper No. 5). NY: Ford Foundation.

Table 1

'Year Five' Progress Report Grades (Means Adjusted for SES Covariate)
Effects of Parental Involvement During Children's Second Year of School

	Attended PK (K involvement)		K-Only (1st Grade involvement)	
	Low	High	Low	High
Overall G.P.A.	2.39	2.77	2.70	3.24
	F (1,67) = 4.63, $p < .05$		F (1,13) = 3.45, $p = .08$	
Subject Areas				
Math	1.83	2.56	2.34	2.79
	F (1,67) = 7.98, $p < .01$		ns	
Reading	1.99	2.59	2.35	3.12
	F (1,67) = 4.46, $p < .05$		ns	
Language	2.33	2.77	2.43	3.47
	F (1,67) = 3.89, $p < .05$		F (1,13) = 9.63, $p < .01$	
Spelling	2.49	2.74	2.92	3.65
	ns		F (1,13) = 4.22, $p = .06$	
Handwriting	2.44	2.59	3.22	2.81
	ns		ns	
Social Studies	2.47	2.74	2.57	3.43
	ns		F (1,13) = 7.21, $p < .01$	
Science	2.27	2.89	2.51	3.32
	F (1,67) = 8.64, $p < .01$		F (1,13) = 5.50, $p < .05$	
Art	2.76	2.91	2.84	2.76
	ns		ns	
Music	2.65	2.85	2.84	2.76
	ns		ns	
Health/PE	2.69	3.07	3.00	3.00
	F (1,58) = 3.64, $p = .06$		ns	
Citizenship	2.06	2.84	2.62	3.45
	F (1,58) = 6.29, $p < .01$		ns	

Table 2

'Year Five' CTBS Achievement Test Scores (Means Adjusted for SES Covariate)

Effects of Parental Involvement During Children's Second Year of School

	Attended PK (K involvement)		K-Only (1st Grade involvement)	
	Low	High	Low	High
Total Reading	52.99	59.22	51.56	69.65
	$F(1,52) = 1.88$, $p = .17$ (ns)		$F(1,11) = 3.74$, $p = .07$	
Total Language	54.16	62.12	56.29	60.70
	$F(1,54) = 1.99$, $p = .16$ (ns)		ns	
Total Math	56.52	64.50	66.95	80.59
	$F(1,53) = 1.87$, $p = .17$ (ns)		ns	
Total Battery	56.44	63.93	60.06	75.02
	$F(1,51) = 1.65$, $p = .20$ (ns)		ns	
Science	47.51	67.00	58.95	77.76
	$F(1,52) = 9.71$, $p < .01$		$F(1,11) = 2.35$, $p = .15$	
Social Studies	47.17	66.23	59.08	73.34
	$F(1,51) = 9.55$, $p < .01$		ns	